TRAN8051

Discourse Analysis for Auslan Interpreters

Session 2, Infrequent attendance, North Ryde 2021

Department of Linguistics

Contents

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of units with mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.

General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
TRAN854 or TRAN8054

Corequisites

Co-badged status

Unit description
This unit builds on and applies the sign language linguistics theory from TRAN8054 to their own practice. Students will identify and analyse a range of discourse features from Auslan texts, including their own interpreting performance. They will be encouraged to consider how Auslan is used in different contexts of situation, and to further refine the meta language analysis skills needed for their ongoing interpreting development.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Apply a range of practical and theoretical approaches to the creation and presentation of different Auslan text genres: narrative and formal .

ULO2: Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.

ULO3: Demonstrate your ability to synthesise relevant literature, classroom feedback and self-analysis by critiquing your class presentations.

ULO4: Apply a range of discourse analysis frameworks to interactive Auslan and English source texts, with particular focus on turn-taking and discourse management skills.

ULO5: Annotate Auslan source and target texts using ELAN, and apply the findings in written analysis tasks

General Assessment Information

Requesting an extension to assignment due date

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see https://students.mq.edu.au/study/my-study-program/special-consideration

Late submission of assignments

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included

Assessment Tasks

Name	Weighting	Hurdle	Due
Online postings	20%	No	ongoing
Narrative presentation	10%	Yes	wk 4
Narrative critique	10%	Yes	wk 6
Lecture presentation	15%	No	wk 8
Lecture critique	15%	No	wk 9
Discourse Analysis research report	30%	No	wk 13

Online postings

Assessment Type [1]: Work-integrated task
Indicative Time on Task [2]: 15 hours
Due: **ongoing**
Weighting: **20%**

Series of online postings addressing the topic & readings in relation to student's own interpreting practice

On successful completion you will be able to:

- Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.
- Demonstrate your ability to synthesise relevant literature, classroom feedback and self-analysis by critiquing your class presentations.
- Apply a range of discourse analysis frameworks to interactive Auslan and English source texts, with particular focus on turn-taking and discourse management skills.

Narrative presentation

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 5 hours
Due: **wk 4**
Weighting: **10%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Student to prepare and present a short personal narrative in Auslan to their peers and a deaf teacher

On successful completion you will be able to:

- Apply a range of practical and theoretical approaches to the creation and presentation of different Auslan text genres: narrative and formal .
- Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.

Narrative critique

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 10 hours
Due: **wk 6**
Weighting: **10%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Student to synthesise their self-analysis (using ELAN) plus feedback and literature to critique their Auslan narration.

On successful completion you will be able to:
- Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.
- Demonstrate your ability to synthesise relevant literature, classroom feedback and self-analysis by critiquing your class presentations.
- Annotate Auslan source and target texts using ELAN, and apply the findings in written analysis tasks

Lecture presentation

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 10 hours
Due: **wk 8**
Weighting: **15%**

Student to prepare and present a short lecture in Auslan to their peers and a deaf teacher

On successful completion you will be able to:
- Apply a range of practical and theoretical approaches to the creation and presentation of different Auslan text genres: narrative and formal .
- Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.

Lecture critique

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 15 hours
Due: **wk 9**
Weighting: **15%**

Student to synthesise their self-analysis plus feedback and literature to critique their Auslan lecture presentation.

On successful completion you will be able to:

- Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.
- Demonstrate your ability to synthesise relevant literature, classroom feedback and self-analysis by critiquing your class presentations.

Discourse Analysis research report

Assessment Type [1]: Report
Indicative Time on Task [2]: 35 hours
Due: **wk 13**
Weighting: **30%**

Using ELAN, analyse dialogic source text to identify and describe selected Auslan grammatical and interaction features, prior to applying the findings to the student's own practice.

On successful completion you will be able to:

- Apply a range of discourse analysis frameworks to interactive Auslan and English source texts, with particular focus on turn-taking and discourse management skills.
- Annotate Auslan source and target texts using ELAN, and apply the findings in written analysis tasks

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

This unit is delivered in a blended mode - a combination of asynchronous online learning plus intensive synchronous practical workshops (either face-to-face or via zoom - covid permitting). Students are provided with a range of video and reading materials for analysis, and also develop their own resources.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise

- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.